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DEVELOPING HUMAN RESOURCES

USAID MOROCCO'S PARTICIPANT TRAINING PROGRAM

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MSI staff members in Washington, DC carried out initial review and manipulation of USAID's training data. Mrs. Britel Swift handled further refinements, and compilation of questionnaire data.

The team embarked on an ambitious plan to contact many Moroccan alumni using a variety of instruments to assess impact. We wish to express our gratitude to those who worked to find participants and make arrangements that led to the success of the assessment. In this respect, special thanks go to Mrs. Dominique Zemrag, who dedicated much time, effort and diplomacy to reach former training participants, both in Morocco and abroad. Without her help the team would not have succeeded in gathering so much high-quality, relevant participant information about the impact of training. Thanks go also to Monique Bidaoui who culled both her files and memory to find former trainees, and provided useful insights on the background, objectives and implementation of USAID Morocco's training programs through the years. Their interest and dedication to the project helped us immeasurably in understanding the context and developing the parameters for the study. Finally, a heartfelt thanks to the Moroccan-American Council (MAC) who posted the questionnaire on their website and provided useful contact information.

During the process of compiling data for the present report, the MSI team members have been pleasantly surprised by the responsiveness of the former training participants, and their willingness to help through responding to the questionnaire, attending and actively participating in the focus group meetings, and making themselves available for individual interviews despite of their very busy schedules. Most impressive was their eagerness to reconnect with USAID, to express their opinion candidly regarding the training received, and to provide the team with useful recommendations and insight. We therefore would like to wholeheartedly thank them for making this report possible. Special thanks for all those who took the time to travel from other cities to Rabat to attend the focus group meetings, and those who went out of their way to help us contact other participants and to organize meetings for specific groups in Meknes, Casablanca and Tangier.

EXECUTIVE SUMMARY

Introduction

Based on USAID's training database (TraiNet) well over 4000 short and long term trainees have been documented for the period between 1960 and 2005. Towards the mid-nineties, much of the short-term training was implemented in Morocco, directly related to USAID technical assistance projects. Beginning in 1978 USAID implemented several large-scale "umbrella" projects for sending employees –mostly from the public sector-- to the US for training, and initiated in-country targeted training with selected Moroccan institutions. Between 1978-1999 over 900 Moroccans, of which 18% were female, went from a variety of Ministries, University Departments, higher education institutions, and the private sector to study in the US for Masters and PhD degrees. The general objective of this training program was to improve public sector management, develop a serious corps of university level professors, and jump-start the competitiveness of the private sector.

The analysis of impact focuses on the US long-term¹ trainees, and does not draw conclusions about short-term training in Morocco or the US. This study group was selected because it was believed that after 2-4 years of training in the US, there was a greater likelihood that participants would have acquired skills, knowledge or attitudes that they would apply to their professional life and in their institutions.

The report seeks to answer the following development questions:

- a. Were USAID Morocco's development objectives met by the large resource investment incurred to send people to the US?
- b. Were there significant and sustainable impacts from the long-term training experience? What was the nature of the impact on the individual professionally, and on the institutions, and does this differ from the impacts from other kinds of training?
- c. Were there other unintended consequences of the US training experience?
- d. What lessons have been learned that apply to planning for the future, and how can USAID profit from the human capital created?

Study Methodology

Due to the vagaries of USAID training data systems, it was difficult to assure the accuracy of training data and to perform meaningful data breakdowns. As no systematic data was available on participants' whereabouts it was not possible to develop a random sample, and much time was spent on finding participants to interview. This problem was complicated by the recent early retirement of many civil servants, which meant that a number of public sector participants are no longer working in the administration and cannot be located. The researchers used three overlapping methods to get and confirm information; questionnaires, focus groups, and personal interviews. TraiNet produced 913 long-term trainee files (although there is evidence of missing records and the number of long-term trainees may be well above what is recorded in TraiNet). From these, 63 responded to questionnaires and 57 individuals were interviewed. These responses provided numerous examples of skills, knowledge and attitudes acquired in the US and the subsequent applications in Morocco as evidence to support the findings that follow.

¹ For the purpose of this report; long-term training includes training that lasted one year or over

Findings and Conclusions

The overall dimensions and breakdown of the training effort is illustrated in the three tables in the next paragraph of this executive summary. According to data recorded in TraiNet, some 4,663 persons were trained by USAID between 1965 and 2005 inclusive, with the bulk of participants trained after 1980. This figure includes those participating in short term seminars and in-service training in Morocco, academic degree candidates in the US, and participants on short US certificate courses or study tours. It also includes an unknown number of participants who were trained in “third” countries (i.e. neither the US nor Morocco) for example Tunisia.

However, the conclusions of this study go beyond the rough numbers. In fact, one of the main points that consistently emerged from focus groups was the positive impact that USAID sponsored long-term training had on the personal and professional life of participants. The following summarizes the main observations made. It is important to note that these conclusions can only be made in relation to those individuals who were interviewed or completed survey questionnaires²:

- *The long term US experience had a significant personal impact, which has profoundly affected attitudes and consistently appeared as a major influence in both personal and professional life.*
- *The professional benefits to participants of having a US degree were diverse and some were unexpected, such as the utility of fluency in English*
- *Professional tools and methods, and work- related attitudes were more important for participants than technical knowledge gained.*
- *Gender does not appear to be a factor in explaining the ease or difficulty of applying US gained skills to his/her professions.*
- *A number of professional achievements and applications of new ways of thinking and working can be attributed directly and indirectly to the US training experience.*
- *Despite the possibility of returning to work in the US or changing employment in Morocco, many participants returned to public service, and the very institutions they were with before going to the US.*
- *While US trained participants have indeed adapted new skills, knowledge and attitudes to their professional life, lack of Moroccan institutional commitment to structural or policy change inhibited widespread impact and change within public administration.*
- *A “critical mass” of US trainees in a given institution was a factor that supported and enabled application of learning and institutional change; where there were few US trained participants, it was difficult to apply learning and make an impact.*
- *Participants who came from or went into the private sector have consistently reported a higher success rate than in the public administration in applying their skill, knowledge and attitudes to their jobs.*
- *Academics have been particularly successfully in applying lessons learned from the US educational experience to their own teaching and research and in some cases there has been a notable impact on the institutions themselves.*

² Without a random sample, conclusions cannot be generalized beyond this group.

- *A comparison group who attended a two week course in the US deemed it very useful, but a closer analysis shows that it produced less of a total exposure to the US mind set and it is difficult to measure results for the institution*
- *With a few exceptions, Moroccan institutions had no systematic plan for using the talents of US trained people and did not use them well, and participants found it was difficult to make a significant institutional or policy related impact upon their return as the leadership was not engaged in planning for change.*
- *Institutional change is easier to trace where long- term US training was supported by technical assistance projects that promoted management reform and training for policy makers. Nonetheless, most participants believe they made some contribution to their institutions related to their US training.*
- *Long term training in the US allowed trainees to get to know the true nature of American society and values in a way that short term study tours and in-country projects never can achieve, and this has created a wellspring of goodwill towards and a better understanding of the US as a country.*

Observations and lessons learned

USAID did much good in creating a pool of talented Moroccan professionals. However additional steps might have been taken to increase the impact of the training by lending more support to individuals and institutions upon trainees' return to Morocco, setting up a trainees' network, and targeting key institutions to support management and decision making, which would have allowed trainees to get their ideas across. In its defense, USAID Morocco was constrained by a substantial decline in resources, and a training policy that often focused on increasing the total number of trainees, rather than on the impact after training.

Although participants lamented that USAID had not provided support earlier, they enthusiastically embrace the idea of a USAID- sponsored Participants Network that will allow them to network within their professions. This can be done with little effort by establishing a website or hosting a page within the USAID website which participants can use for their own networking purposes and which will serve as a draw to encourage participants to visit the USAID website and keep in touch with USAID projects and programs. As much as possible this network should be participant-driven, with USAID managing inputs, keeping data lists and providing information on USAID activities.

As an unintended consequence, the long- term training programs created a vast pool of good will towards Americans and the United States. Over nine hundred of the educated elite of Morocco understand the American culture, society and values and want to continue to be involved and linked to the US both personally and professionally. They are de facto unofficial ambassadors of the US to promote better understanding amongst their peers. Outreach to these participants and involvement in USAID current programs may be a first step towards a more systematic plan for capitalizing on the efforts already made.

Following are tables from the USAID Training Data System (TraiNet)

Key to tables: ST= Short term;LT= long term;F= female;M=male; NK= not known

**TABLE 1: US BASED TRAINING BY PERIOD, LOCATION,
TYPE OF TRAINING, GENDER (1960 ONWARDS)**

PERIOD	US BASED											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	1	0	1	0	0	0	0
1970-1979	0	0	0	0	0	0	0	0	0	0	0	0
1980-1989	0	1	0	1	105	505	0	610	0	318	0	318
1990-1999	2	17	1	20	57	204	0	261	9	31	1	41
2000-2005	45	195	2	242	2	4	0	6	3	10	0	13
Year not known	1	1	1	3	2	33	0	35	0	0	0	0
TOTAL	48	214	4	266	166	747	0	913	12	359	1	372
TOTAL US BASED TRAINING = 1551												

**TABLE 2: MOROCCO BASED TRAINING BY PERIOD, LOCATION,
TYPE OF TRAINING, GENDER (1960 ONWARDS)**

PERIOD	MOROCCO BASED											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	0	0	0	0	0	0	0
1970-1979	0	0	0	0	0	0	0	0	5	2	0	7
1980-1989	0	0	0	0	0	0	0	0	0	0	0	0
1990-1999	0	1	6	7	0	0	0	0	0	1	15	16
2000-2005	10	10	1203	1223	0	0	0	0	0	2	70	72
Year not known	0	1	73	74	0	0	0	0	0	0	1	1
TOTAL	10	12	1282	1304	0	0	0	0	5	5	86	96
TOTAL MOROCCO BASED = 1400												

**TABLE 3: LOCATION OF TRAINING UNKNOWN BY PERIOD,
TYPE OF TRAINING, GENDER (1960 ONWARDS)**

PERIOD	LOCATION UNKNOWN											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	0	0	0	0	7	0	7
1970-1979	1	15	0	16	0	0	0	0	10	159	0	169
1980-1989	91	385	19	495	0	0	0	0	42	0	2	44
1990-1999	133	496	3	632	0	0	0	0	30	139	2	171
2000-2005	15	39	22	76	0	0	0	0	1	15	15	31
Year not known	7	59	1	67	0	0	0	0	0	3	1	4
TOTAL	247	994	45	1286	0	0	0	0	83	323	20	426
TOTAL LOCATION UNKNOWN= 1712												

Grand Total	SHORT TERM	LONG TERM	TYPE OF TRAINING UNSPECIFIED
4663	2856	913	894

1. SCOPE AND PURPOSE OF THE EVALUATION

In 2007, USAID Morocco will celebrate its 50th anniversary of development assistance. This occasion offers a unique opportunity to examine in depth the investment in Morocco's human resources from the perspectives of quantity, quality and impact. The analysis that follows serves this purpose and accomplishes other objectives of USAID in general and the Morocco Mission in particular.

- It enables the Mission to highlight its contribution to the institutional and professional development of an important number of civil servants and private sector managers;
- It provides the mission with a data base and framework to map out a public diplomacy strategy that builds upon the good will and understanding of US culture and society that is of growing importance to the foreign assistance efforts in countries such as Morocco.
- It provides a well documented analysis of the benefits of investing many millions of dollars in helping both the Mission and USAID Washington to determine whether its objectives were well served by such a large investment, and the usefulness of training as part of future strategies.

The scope of the assignment was to carry out a comprehensive history and assessment of USAID/Morocco's participant training program, comprised of both short term training in Morocco, and training in the United States, which included long term academic degrees and short "study tours" or certificate courses.³ USAID's worldwide participant training information system (TraiNet), the basis for statistics about training, revealed over 4,000 trainees in Morocco of which roughly one quarter had studied in the US for a graduate degree.

The first part of the report will provide a history and retrospective that captures how much and what type of training was provided over the period for which data is readily available (roughly 1980 onwards). The second part of the report seeks to answer questions (raised in the Executive Summary) about the developmental impact of training. To do so, the researchers focused their attention on *long term training only*, in the belief that it is not possible to draw conclusions about the impact of short term training on either the individual or on the institution; the many variables and external factors related to projects with short term training components make comparisons unwieldy and conclusions difficult, and those impacts are better captured through specific sector or project assessments.

In contrast, the example of the recent ATLAS assessment⁴ demonstrates that by focusing on participants trained over a long period in the US, it is possible to both quantify and qualify development impact. The thoroughness and of the experience, its separation from many other variables, the similarity of the training experience in which all participants were involved in academic degree granting programs, and the long retrospective time frame make it possible to discover whether there has been impact at the individual, professional, and institutional levels. This part of the study seeks to add to the body of knowledge about the effectiveness of such training in general, and conclusions about its usefulness for Morocco.

The evaluation, and the lessons it provides, is more relevant than ever in light of the steady decline of US-based training as a development tool, while America, at the same time, searches for effective and viable means of promoting better understanding abroad of its society and values.

³ See Scope of Work, Annex 2.

⁴ Generations of Quiet Progress: The Development Impact of U.S. Long Term University Training on Africa from 1963 to 2003. Aguirre International, September 2004.

2. USAID SPONSORED TRAINING IN MOROCCO

USAID Morocco's interest in using training as a development tool was based on its perception of the need for improved public management, better technical skills and policies in specific sectors, and the necessity of creating good local higher education establishments.

The response to these issues was to develop two overlapping sets of training assistance mechanisms. The first mechanism consisted of three "umbrella" training projects that supported participants from all public sector institutions (and some private sector participants) between 1978-1998 and which included long-term academic training in the US and short term technical training in Morocco. The umbrella projects were responsible for much of the long-term US based training in this period and included:

- (1) The Development training management improvement project (1978-82)
- (2) The Sector Support Training Project (1983-1990)
- (3) The Global Training for Development project (TFD) (1991-1998)

These projects responded to the perceived need to develop the skills of a large cadre of managers within the public sector institutions, to provide insight to policy makers about public policies as practiced in the US, and, in its later stages, by broadening the scope to include nongovernmental organizations, to spur the creation of a private sector managerial class. US degree candidates were chosen by a panel from amongst all applicants who met basic criteria, and tended to be young, and with a few exceptions at the start of their public careers. The training goals were diffuse; the programs did not attempt to target specific institutions, nor did they match training to well-defined outcomes or desired institutional changes. Generally, there was no explicit expectation of institutional change or policy reform as a response to or result of long-term training in the US⁵.

The third umbrella training program "Training for Development" (TFD) started much like the two previous projects, sending participants from different ministries, including the Ministry of Finance, Ministry of the Interior, Ministry of Administrative Affairs and the Ministry of National Education for long-term training. However, toward the end of the project, the focus of the project shifted from US academic training to Morocco-based, in-service short-term training in order to develop the capacity of the Ministry and higher education institutions employees, as well as private sector capacity, in line with the new Mission priorities. Hence, TFD developed linkages and provided technical assistance to 14 training institutions specialized in adult/higher education, and developed a small, innovative pilot program to support MA degree training in Morocco, jointly sponsored by a Moroccan institute of higher education and a US university consortium. This program aimed to address the factors affecting private sector demand for long-term training by reducing the time away from the employing company.

Over a twenty-year period, the funding consecrated to these three programs alone reached \$42 million (supplemented by air fares and other contributions provided by the GOM). The average cost per US MA degree is estimated at \$40,000, while the total project cost for a PhD is \$100,000⁶.

⁵ An exception to this rule was the Ministry of Health, where both short and long term training, and intensive management assistance achieved the goal of a systemic reform of the organization and functioning of the entire institution.

⁶ In comparison the cost of short term training in the US in the period 1999-2003, has averaged \$2,500-3,600 per participant for short 1-3 week courses, and \$6,000 per participant for 2 week study tours. (Source: USAID Morocco)

The second mechanism consisted of the Mission's technical assistance project training components that were mainly application-oriented, and designed to solve specific sectoral problems at different points in time. These projects, with some notable exceptions mentioned below, mainly provided short-term technical training in Morocco and the US, as well as long-term training, such as the training provided to employees, teachers and researchers working at the Agronomic and Veterinary Institute (IAV) under the "Minnesota and the Dryland Research Projects.

Project training goals and objectives were more inclined to center on mastering technical skills and influencing policy choices. Projects that supported long-term training in the US generally linked the development of teaching and research capacity of specific training institutions to long-term project objectives. Certain sectoral projects heavily emphasized human resource development, and in some cases made the systematic development of teaching cadres a stated goal. The agriculture sector benefited from massive training to support dry lands agriculture, agribusiness promotion, and range management improvement, complemented by the development of professional teaching qualifications of future staff for the Institute for Agriculture and Veterinary Science (IAV), and the National Institute of Agricultural Research (ENA). Health sector projects for family planning and maternal and child health in addition to providing short term training to the Ministry's executive, managerial and technical staff, also supported the US training for the future staff of the National Institute for Public Health (INAS).⁷

The balance of this report is devoted to an analysis of training impacts, based on qualitative data gathered during the assessment, and quantitative data assembled by USAID. The evaluation design and methodology used to collect quantitative and qualitative data is described in detail in Annex 1, while the final portion of the Finding section presents policy and planning observations which may be useful for the development of any future training programs, with specific recommendations for USAID Morocco.

3. GENERAL METHODOLOGY AND APPROACH TO DATA COLLECTION

The consultants have addressed the two main issues posed by USAID, namely:

- To provide a comprehensive assessment of USAID Morocco's participant training program over a 50-year period, including its numerical dimension, its outreach and composition.
- To provide an impact assessment of a sub-set of training and trainees.

The Findings are divided into two sections, each using its own approach and methodology, to respond to each of these two issues.

In responding to the first issue, the approach is *general and quantitative* and provides a window to the overall dimensions and nature of all training in Morocco from 1960 onwards, based exclusively on contents of the TraiNet database (TraiNet is USAID's training data base that pools the inputs from several previous training data bases, and is constantly updated by individual Missions). Included are a number of tables that characterize the training groups. This section of the assessment will set the stage both in quantitative and qualitative terms for the analysis of impact that follows, by indicating the purposes and foci of USAID training, the institutions concerned, and a breakdown of data by pertinent factors that could be disaggregated from the data set. This method allowed us to describe what kind of training took

⁷ A complete list of USAID projects can be found in annex.

place, but not to assess why, or assess its impact. It should be noted, however, that the multitude of discrepancies, errors and missing records in the data sets limited both the reliability of the data and prevented the team from making further refined desegregations.

The second section addresses the impact of training. This required a *more qualitative approach*. Due to the large number of trainees, the vastly differing nature and conditions of training over the study period, and the potential for different outcomes and impacts, the study focuses upon a subset of trainees for which it was more likely to be able to isolate impacts, namely participants who went to the US for academic degrees. There is no impact analysis of beneficiaries of short term training sessions, whether in the US or in Morocco, as these are generally implemented in the context of larger and more complex sets of results-driven projects.

The analysis revealed files of 913 US degree- trained Moroccans, an important cornerstone of the USAID program. The Atlas assessment found that the fact of moving a trainee from his home culture to the US for a sustained period was a life- changing event that had clear impacts and consequences that could be enumerated and described. The study team hypothesized that the impacts would be more lasting and hence more readily accessible, and might also point to interesting or unintended consequences. Other considerations that led to selecting this sub group for analysis were that the period before and after training was easily definable and that all trainees were subject to roughly similar experience regardless of their field of study, institutional background or the funding mechanism, lending support to the validity of findings and conclusions.

Given the diversity of trainee backgrounds, project goals and supporting institutions, a cross-sectoral approach was deemed most appropriate, and therefore we included in the assessment participants funded by both umbrella and sectoral projects regardless of date of training. This enabled a sampling across a wide number of activities, and allowed us to consider USAID's training support both spatially and temporally.⁸

Impact analysis entailed the use of several analytic methodologies simultaneously. Because the TraiNet database did not contain any participant contact information, three methods were devised to locate trainees. Participants were located through USAID files, through direct contact with Ministries and training institutes where numerous participants had been trained, and through the Moroccan American Council Website and their email address list. All those identified were asked to fill out a brief questionnaire, which provided a first- cut qualitative data base on impacts from which we could analyze and extract trends.

From this contact list the researchers identified volunteers to participate in either structured interactive focus groups comprised of between 4-12 participants, or individual interviews. The information so gained fleshed out and explained the data gathered through questionnaires and provided invaluable first hand experiences and details of changes that occurred personally, professionally, and institutionally, often years after returning home from the US. The researchers selected a small number of interviewees for "personal story interviews" in particular where the Mission had noted that the individuals were high achievers. Further triangulation of impact data was achieved through interviews with decision makers and supervisors at key institutions that had benefited from significant numbers of US trained personnel. They were able to provide information on the organizational context within which participants functioned upon their return, to comment on the character of institutional impact and describe institutional obstacles.

⁸ Because long term training programs terminated by 2000, and in light of the recent public administration early retirement system, we did not expect to find many pre-1985 trainees continuing in public functions at this time. In fact, we located participants from every decade from 1960 through 1990.

As a result of these three approaches, consistent and verified conclusions about impact were possible, backed up by qualitative data.

4. FINDINGS AND CONCLUSIONS

A. COMPREHENSIVE QUANTITATIVE TRAINING FINDINGS.

The overall dimensions and rough breakdown of the training effort is illustrated in the three tables that follow. According to data recorded in TraiNet, some 4,663 persons were trained by USAID between 1965 and 2005 inclusive, with the bulk of participants trained after 1980. This figure includes those participating in short term seminars and in- service training in Morocco, academic degree candidates in the US, and participants on short US certificate courses or study tours. It also includes an unknown number of participants who were trained in “third” countries (i.e. neither the US nor Morocco) for example Tunisia.

However, the research team encountered a number of apparent errors in the data, for a number of reasons. The first issue is that TraiNet was not used as the database until the mid 90’s. Therefore, the historical database was made up of data dumps from numerous sources, including Missions and contractors. Second, in comparing data to Mission records, it also appears that there may have been a lack of quality control at the point of data entry. As a result, the research team adds a number of qualifications to the data presented.

- The real number of participants is undoubtedly far greater than 4,663. Almost no Moroccan based training was recorded during the period prior to 2000 (Table 2). While we can assume that many of participants appearing in Table 3 “location unknown”, were, in fact, trained in Morocco, we cannot verify these figures nor make a valid breakdown (the researchers were informed that older data collection systems did ask for in-country trainees).
- The number of US long-term trainees is undoubtedly higher than 913. Although the files did not show any participants prior to 1978, several participants interviewed had been trained in the US prior to that date, indicating that this set of data is incomplete. Furthermore, of the 372 persons identified in Table 1 as US Trained “unspecified”, some, if not all, were likely long term US trainees.
- All long-term trainees identified have been classified as US trained, regardless of whether the records indicated training location, based on the assumption that with few exceptions, long-term trainees were trained in the US.
- In numerous cases, the records do not specify the type of training received, making it difficult to differentiate between short- term training courses, or study tour. As Table 3 indicates, in the case of 1700 trainees we cannot identify either the location or type of training, and thus it is not known whether they went to the US for short-term training, or were trained in Morocco. Hence the total number of persons trained in the US may be higher than 1551 noted in table 1.
- While it is possible to derive imprecise data about the proportion of males to females who were trained in the US, this is not possible when it comes to Moroccan-based training as few records noted the gender of the participant.

Key to tables: ST= Short term; LT= long term; F= female; M=male; NK= not known

**TABLE 1: US BASED TRAINING BY PERIOD, LOCATION,
TYPE OF TRAINING, GENDER (1960 ONWARDS)**

PERIOD	US BASED											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	1	0	1	0	0	0	0
1970-1979	0	0	0	0	0	0	0	0	0	0	0	0
1980-1989	0	1	0	1	105	505	0	610	0	318	0	318
1990-1999	2	17	1	20	57	204	0	261	9	31	1	41
2000-2005	45	195	2	242	2	4	0	6	3	10	0	13
Year not known	1	1	1	3	2	33	0	35	0	0	0	0
TOTAL	48	214	4	266	166	747	0	913	12	359	1	372
TOTAL US BASED TRAINING = 1551												

**TABLE 2: MOROCCO BASED TRAINING BY PERIOD, LOCATION, TYPE OF TRAINING,
GENDER (1960 ONWARDS)**

PERIOD	MOROCCO BASED											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	0	0	0	0	0	0	0
1970-1979	0	0	0	0	0	0	0	0	5	2	0	7
1980-1989	0	0	0	0	0	0	0	0	0	0	0	0
1990-1999	0	1	6	7	0	0	0	0	0	1	15	16
2000-2005	10	10	1203	1223	0	0	0	0	0	2	70	72
Year not known	0	1	73	74	0	0	0	0	0	0	1	1
TOTAL	10	12	1282	1304	0	0	0	0	5	5	86	96
TOTAL MOROCCO BASED = 1400												

**TABLE 3: LOCATION OF TRAINING UNKNOWN BY PERIOD,
TYPE OF TRAINING, GENDER (1960 ONWARDS)**

PERIOD	LOCATION UNKNOWN											
	SHORT TERM				LONG TERM				TYPE OF TRAINING UNSPECIFIED			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
1960-1969	0	0	0	0	0	0	0	0	0	7	0	7
1970-1979	1	15	0	16	0	0	0	0	10	159	0	169
1980-1989	91	385	19	495	0	0	0	0	42	0	2	44
1990-1999	133	496	3	632	0	0	0	0	30	139	2	171
2000-2005	15	39	22	76	0	0	0	0	1	15	15	31
Year not known	7	59	1	67	0	0	0	0	0	3	1	4
TOTAL	247	994	45	1286	0	0	0	0	83	323	20	426
TOTAL LOCATION UNKNOWN= 1712												

Grand Total	SHORT TERM	LONG TERM	TYPE OF TRAINING UNSPECIFIED
4663	2856	913	894

Because of the many inconsistencies in data files and the various data management systems used over time, it was not possible to sort by institution of origin, determine the precise length of training.

The recorded of number of trainees steadily increased over each decade, as shown in the table below.

TABLE 4: TOTAL NUMBER OF TRAINEES BY DECADE

Decade	Total number of trainees of all types
1960-1969	77
1970-1979	176
1980-1989	929
1990-1999	1148
2000-2005	1402
Date unknown	184

However, the balance of training shifted over the decades as training was progressively implemented in Morocco rather than in the US, and as the programs that supported long term US based training terminated.

It is difficult to give precise figures or percentages of female trainees; at least 266 female trainees have been identified as having attended some kind of training in the US, or 5.8% of the total.

Although the comprehensive data is imprecise and inconsistent, it gives a general impression – probably far understated--of the magnitude of training that USAID used to support its objectives and goals over the past 50 years.

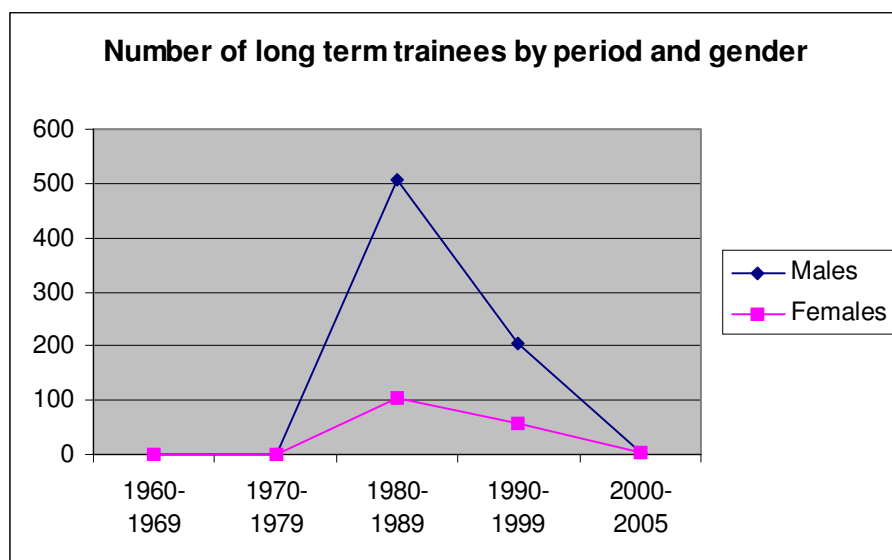
B. IMPACT FINDINGS

This section presents the impact findings derived from personal interviews and supported by questionnaire responses as described previously.

1. COMPOSITION OF US LONG- TERM TRAINEE SUB GROUP

TABLE 5: NUMBER OF LONG TERM TRAINEES PER DECADE AND GENDER

PERIOD	MALES	FEMALES	TOTAL
1960-1969	1	0	1
1970-1979	0	0	0
1980-1989	505	105	610
1990-1999	204	57	261
2000-2005	4	2	6
Period Unknown	33	2	35
TOTAL	747	166	913
Percentage	82%	18%	100%



The largest proportion of participants came from agriculture and related fields. This group included Ministry administrators, researchers and degree candidates from agricultural higher education training faculties. As described below, there were sharp differences in impact between these types of institutions. The second largest group, Management and Finance, may include public administration managers as well as participants from the private sector (nomenclature used by TraiNet does not always correspond to definitions of field of study provided by participants themselves, and it is unclear what is included under certain nomenclatures).

TABLE 6: LONG TERM TRAINEES BY FIELD OF STUDY

SECTOR/FIELD OF SPECIALISATION	NUMBER OF LONG TERM TRAINEES	%
Agriculture	270	30%
Business Management & Finance	267	29%
Engineering/Communication Engineering/Computer Engineering	79	9%
Health	64	7%
Environment, Wrm, Conservation, Energy	37	4%
Urban Planning/Architecture/Housing	27	3%
Economics	25	3%
Education	22	2%
Management	17	2%
Administrative Management/Public Administration	13	1%
Meteorology	12	1%
Entomology	8	1%
Social Sciences/Sociology	7	1%
Language Training	5	1%
Governance	5	1%
Other	16	2%
Unspecified	39	4%
TOTAL LONG TERM POPULATION	913	100%

2. COMPOSITION OF THE SAMPLE

50 long-term trainees, or 5.4 % of the sub group population responded to the questionnaires providing a preliminary scan of trends in impact and data (presented in the tables below) that supports the responses from the 57 personal interviews. (An additional 13 short-term trainees also replied to the questionnaire but are not included in the tables). . Within the long term trainee sample group, 6 respondents, or 12% of the total, were female, and 32 or 64% out of the total 50 received MA or MBAs.

TABLE 7: NUMBER OF MASTER'S, PHDS, MBAS (BY GENDER AND PERIODS (SOURCE OF DATA: QUESTIONNAIRES)

PERIOD	MASTER'S		MBAs		PhDs		TOTAL ALL DEGREES	
	M	F	M	F	M	F	M	F
1960-1969	1	0	0	0	1	0	2	0
1970-1979	0	0	0	0	0	0	0	0
1980-1989	13	2	0	0	10	1	23	3
1990-1999	11	3	2	0	6		19	3
2000-2005	0	0	0	0	0	0	0	0
TOTAL RESPONDENTS PER TYPE	25	5	2	0	17	1	44	6

The long- term training questionnaire respondent group included most of the fields of training within the total subgroup of US long-term trainees. Agriculture trainees are over-represented, while Business Management and Finance is under-represented (mainly because most participants went to the private sector and were difficult to locate).

TABLE 8: FIELD OF TRAINING BY FIELD (DATA SOURCE: QUESTIONNAIRES)

FIELD OF TRAINING OF RESPONDENTS	FEMALE	MALE	TOTAL	%
Agriculture	3	27	30	60%
Health	0	3	3	6%
Finance	0	3	3	6%
Economics	0	2	2	4%
Education	1	1	2	4%
International Relations/Political Science	1	1	2	4%
Public Administration	0	2	2	4%
Business Administration	1	0	1	2%
Demography	0	1	1	2%
Environment and Natural Resources Management	0	1	1	2%
Labor Studies	0	1	1	2%
Library Science/Ministry of Planning	0	1	1	2%
Engineering/Physics	0	1	1	2%
TOTAL	6	44	50	100%

A total of 57 persons were interviewed either individually, or in one of seven focus groups and this sample included both US long-term participants as well as supervisors and institution directors, some of whom were also long term training participants. A separate focus group comprised of 8 persons from the same institution who had attended short-term courses in the US provided information for comparative purposes.

3. WHAT IS IMPACT?

Impact is defined as any change that occurred at the individual, sectoral or institutional level that can be attributed to the USAID sponsored training.

In the past, indicators measuring the results of training cited the number of people trained, or, if there had been a post-course evaluation, cited participants' rating of satisfaction as evidence of results. Little or no analysis took place to determine *what changed as a result of training*, and how it was directly or indirectly related to the training. By focusing on impact, as defined by performance changes, and using different methods of information gathering, the study team can develop conclusions about the degree to which long-term training resulted in impact and how this is related to USAID's development objectives.

The Kirkpatrick evaluation framework allows the researchers to view impact from several different perspectives that correspond to the individual and to the institution. The Four Levels of Evaluation (1959) starts with the individual at its base, and the institution at its peak. Keeping the four levels in mind, we structured the survey instruments, both questionnaire and focus group questions, to isolate and understand personal and institutional changes in each of the four stages.

Level 1: Reaction	the trainee's impression and satisfaction with the training program
Level 2: Learning	the acquisition of attitudes, skills and knowledge from the training (did they learn anything that they could apply?)
Level 3: Application	the performance of the trainee on the job following training (without application, there is no impact or results)
Level 4: Results	Changes that a trainee brought to an organization or institution in Efficiency, profitability, productivity, innovations (this attempts to distinguish between individual performance and institutional performance)

Impact is anything from level 2 to level 4. This study focuses attention on levels 2, 3 and 4. While the interviews and questionnaire focused mainly on levels 3 and 4, many comments and perceptions from participants relate to level 2 and are of interest to USAID because they shed light on the appreciation for American society and culture and the *untapped* potential for impact that could foster a better understanding in Morocco of the US.

4. MAIN FINDINGS AND CONCLUSIONS

As mentioned earlier, it is important to note that because it was not possible to develop a random sample, the following findings and conclusions cannot be generalized beyond the participants who were interviewed or completed questionnaires.

- *The long term US experience had a significant personal impact, which has profoundly affected attitudes and consistently appeared as a major influence in both personal and professional life.*

Participants uniformly reported that the experience of living and learning in the USA was a life- changing experience due at least as much to the different American cultural and educational attitudes they

encountered and absorbed as to specific skills and information they acquired. While it was difficult to enumerate specific accomplishments related to these attitudes, the force with which this aspect was mentioned in response to open-ended questions leaves little doubt about the impact made on participants by the difference in attitudes in Moroccan and American societies.

Attitudinal changes, when applied to work are as important as skills acquired. Two different types of attitudinal changes were cited repeatedly; firstly, attitudes towards work, and secondly, social and cultural attitudes. Particularly striking and highly valued were:

- Individual openness to change and the way that the society as a whole copes with constant change
- Pragmatic and results- oriented approach to problem solving
- Civic behavior and volunteerism
- The American work ethic (job commitment, competitiveness, desire for excellence, teamwork, problem-solving)
- Self- reliance both in learning and doing
- Egalitarianism and absence of social stratification
- Individualism
- Relaxed interpersonal relationships in and outside of school and work
- Personal freedom of expression

These attitudes were often contrasted with Moroccan social and professional attitudes. More to the point, a number of interviewees sought to study in the US rather than in Europe when there was a choice, in order to profit from what they imagined would be a very different experience. And indeed the experience lived up to the expectations. It appears that commitment to hard work, the pursuit of excellence, a competitive and positive outlook, and critical thinking were work styles that were appreciated and which were as much “enablers” of impact and change as acquisition of knowledge or strictly technical competence.

In terms of social and cultural attitudes, participants expressed admiration for the openness of American academic life, in particular in the academic relationships they forged with professors. Academics have transferred a number of different attitudes and practices to their own settings. Cited frequently was a variant on the phrase “I was accepted for what I am, not what family I came from” and the still- fresh wonder that Americans would be so open to a foreigner and relaxed with one another. The appreciation of American society and behavior could only have been acquired through a long- term experience in the US and total absorption in the culture, and cannot be expected after a two or four week course where participants may mainly be non-Americans.

- *The benefits to participants of having a US degree were diverse and some were unexpected*

What attracted academics to study in the US was the different and well reputed post graduate education as well as new specializations, such as Renewable Energy, and Environmental Studies, that surpassed what was available elsewhere. For most who received a scholarship, the programs provided a unique opportunity to get a high class advanced degree when there were few other opportunities; the high level of

PERSONAL STORY

Mr. Mohamed Tabyaoui, Director, Department of General Affairs, Ministry of Economic Affairs relates that he was personally very influenced by American results- oriented decision making, the openness to new ideas and methods, the egalitarianism of the society, teamwork, hard work and self reliance in work and life. His US training bolstered his ability to develop and implement projects in his ministry, in particular collecting and applying data for improved decision making. While it took a long time and a struggle to get his ideas accepted and impose new practices in his Ministry, his own experience demonstrated that if you are determined it is possible, in particular when the leadership decides to make changes. He personally takes credit for the analyses that led to the government's decision to enact the campaign for literacy.

professionalism and the powerful reputation of certain disciplines has provided them with a leg up professionally amongst their peers. Through their US training, academics were able to get further scholarship or grant assistance based on contacts forged through MA training. In addition, their contacts in the US and English fluency has provided an opening to the international academic community. For this group there is a strong feeling that they have strongly benefited professionally.

Many participants, however, started with only a fuzzy appreciation of what might be the professional benefits of a US degree, such as a grade promotion in the civil service, or the chance to experience another culture. In fact, fluency in English became a sought-after skill that led to plum positions and opened new professional doors. An understanding of “how the Americans think” was increasingly appreciated in both the public and private sector.

- *In terms of skills learned, Professional tools and methods and related work attitudes were cited more often than technical knowledge and research.*

It is important to establish at the outset *if* skills were learned, and *what* was learned. If trainees cannot cite anything learned, then it is doubtful that they could have effectuated any changes in the work place, no matter what is reported. Furthermore, by establishing clear linkages between skills acquired (level 2), and the ensuing applications and results (levels 3 and 4), the reliability of the attribution of what was learned in the US, to what was subsequently applied at home is reinforced.

PERSONAL STORY

Mr. Hassan Serghini Idriss, Director, Directorate of Programming and Economic Affairs, Ministry of Agriculture went to the US for a doctoral degree in mid-career to broaden his understanding of the economic basis of agriculture. His appreciation of American society, pragmatism, analytic techniques and agricultural policies carried over into his work upon his return to Morocco. In particular he strengthened Ministry thinking about the linkage between local and world economy and agricultural policies. This understanding led him to use agricultural data to developing decision options for Ministry policies. His excellent command of English, understanding of world economics and of the American and international agency “way of thinking” enabled him to play an instrumental role for the Ministry in negotiations on the Free Trade Agreement and World Trade Agreement. He notes that USAID greatly assisted the Ministry’s teaching institutions. While US experts working inside the Ministry contributed to changing staff mentality, a greater emphasis on policy development is still needed as this was inadequately understood and inhibited adoption of needed changes.

PERSONAL STORY

Mr. Omar Al Madani, Head of Multilateral Cooperation Unit, General Tax Administration Division of the Ministry of Finance and Privatization completed an MA in Economics in the US. His ministry was keen to have a good English speaker who understood how international finance institutions worked. His training improved his organization and management skills, taught him the value of teamwork and results oriented problem solving and pride in a job well done. While it was an uphill battle to apply new ideas and methods in public administration, he has contributed to his institution by improving internal efficiency and applying US training methods. Besides, he is proud of his membership in an OECD technical working group and as one of the founding members of the Moroccan branch of the International Fiscal Association (IFA).

Although a considerable percentage of interviewees were academics and researchers, an important finding holds across the boards, regardless of whether the participants was a doctoral or MA candidate, or the subject studied, namely that work and management skills acquired were deemed of great importance. In fact, specific technical knowledge gained in the US was not often referred to in interviews. Although some 60% of questionnaire respondents cited this as an important acquisition (along with 86% citing research skills and techniques), when directly queried about the skills

acquired during US long term training, participants stressed methodologies and applications that were closely related to the attitudes they encountered at their American Universities for example:

- Accessing and using information for teaching, research and management decisions

- Improved and modern teaching methods
- Integrated management approaches
- Evaluation and control techniques for data and programs
- Data collection, analysis and application to policy formation and programming
- Results oriented decision making
- Rapid problem- solving
- Strategic analysis and planning
- Project design and control
- Use of more sophisticated techniques in research
- Application of systems approach to management

TABLE 9: SKILLS, KNOWLEDGE, ATTITUDES ACQUIRED (BY GENDER. DATA SOURCE: QUESTIONNAIRES)

GENDER	Organization and Management		Research skills and techniques		Teaching and learning		Computers		Teamwork		Strategic planning		Specific technical knowledge		Other	
	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents	#	% out of total respondents
FEMALE	5	10	6	12	6	12	4	8	7	14	6	12	4	8	0	0
MALE	21	42	37	74	30	60	27	54	23	46	17	34	26	52	7	14
TOTAL RESPONDENTS	26	52	43	86	36	72	31	62	30	60	23	46	30	60	7	14

From the interviews it appeared that the participants took as a given that the quality of their academic training was excellent, but that it was methodologies and systems that had the greatest impact and application in the long term, as it gave them the methods needed to apply what they had learned. This finding should in no way undermine the successful and useful transmission of knowledge in a specific field of study, especially where PhD academics were concerned. But even for this group, it appears that the approach to learning and teaching has been of greater value in the long run as academics have transmitted similar methods to their own students and applied them in research.

PERSONAL STORY

Mrs. Malika Laasri, Program Coordinator at UNFPA attained an MBA in the US as one of the top 5 candidates applying for a scholarship in her year. The university teaching methods and the practicality of the training impressed her. Through the US system she learned to work independently, apply problem solving techniques and strategic planning, and acquired management and organizational skills that she has applied throughout her career. American attitudes absorbed have enabled her to be pragmatic and result-oriented.

- *A number of professional achievements and applications of new ways of thinking and working can be attributed directly and indirectly to the US training experience.*

Further direct questioning about the application of skills, knowledge and attitudes revealed numerous examples of how both technical and management skills were applied. Individual stories and accomplishments detailed all of the areas cited as important to the learning experience. It is important to note that, according to the interviewees, successful applications was due in great measure to the changes in attitude that were already discussed, that enabled individuals to forge ahead and apply what they learned in situations that were not always conducive to success (as we will discuss below).

PERSONAL EXAMPLES OF SUCCESSFUL APPLICATIONS OF LEARNING TO WORK

- Developed rural development NGO which works with foreign donors
- Revised the teaching methodologies in Moroccan institutions of higher education to include required reading, individual projects, student presentations, and closer student-teacher relationships.
- Contributed to the expansion of his University
- Developed research and contractual links with the private sector to expand the linkage between research and applications, for example in sugar, grape and xx production sector.
- Successfully designed, managed and funded research projects with joint government/outside funding including foreign donor money and US University monies.
- Used English language skills to participate in international forums and conferences
- Introduced systematic use of program evaluation and management tools in the Ministry of Health for immunization and communicable diseases sectors.
- Improved business productivity and profit increases in private company
- Introduced transparency and teamwork through increased information sharing and weekly staff meetings in Ministry
- Used knowledge of American culture and agricultural economics to negotiate international trade agreements
- Introduced evaluation and assessments of faculty members at institute of higher education
- Developed management strategies and action plans for non profit organization
- Moved from a traditional management vision to a more multidimensional approach to problem solving and project management
- Knowledge of international finance directly applied to negotiations with large corporations and multi lateral organizations
- Initiated modern management practices in newly created Provincial office.
- Used acquired management skills to run agency's cooperation project with USAID
- Marketing studies and analyses of fisheries programs for a variety of international donor organizations and private clients

In answering the questionnaire, participants clearly indicated that their professional contributions reflect applications of knowledge, skills or attitudes, confirming the credibility of the personal stories related in interviews. Improved productivity and efficiency, and application of new methodologies were cited far more often than any other contribution, followed by organizational expansion and management, which demonstrates that the skills participants succeeded applying were less relate to precise knowledge acquisition and more linked to their managerial skills.

A caveat is necessary at this point. This table in and alone cannot be taken as a confirmation of impact. Self-perceptions do not verify that it took place. For this reason, participants were asked in interviews to justify their responses and provide specific examples of the applications. The examples emphasize a range and variety of skills that were applied, consistent with the questionnaire findings that emphasize general methodologies over specific knowledge or technical skills.

TABLE 10: CONTRIBUTIONS AFTER RETURN FROM TRAINING
(SOURCE: QUESTIONNAIRE)

	F #	F%	M #	M%	Total #	Total %
I have improved productivity and/or efficiency through applications in professional work	4	8%	35	70%	39	78%
I have contributed to my company's/organization's expansion	3	6%	18	36%	21	42%
I have contributed to my company's /organization's profit increase_	1	2%	10	20%	11	22%
I have undertaken scientific research that led to a new discovery	2	4%	11	22%	13	26%
I have applied new methodologies in carrying out my professional work	4	8%	34	68%	38	76%
I have improved the management of my organization	3	6%	18	36%	21	42%
I have contributed to institutional reorganization	2	4%	18	36%	20	40%
I have contributed to improvements in the way services are performed	2	4%	24	48%	26	52%
I have contributed to policy changes	2	4%	13	26%	15	30%
Other	1	2%	5	10%	6	12%

- *Gender appears to be irrelevant as a factor explaining the ease or difficulty of applying their US gained skills to their profession*

TABLE 11: DEGREE OF DIFFICULTY IN APPLYING NEWLY ACQUIRED KNOWLEDGE, SKILLS AND ATTITUDES BREAKDOWN BY GENDER
(LONG TERM TRAINING ONLY – DATA SOURCE: QUESTIONNAIRES)

PERIOD	Very easy		Fairly easy		Possible, but difficult		Very difficult		Impossible		No response
	F	M	F	M	F	M	F	M	F	M	
1960-1969	0	0	0	2	0	0	0	0	0	0	
1970-1979	0	0	0	0	0	0	0	0	0	0	
1980-1989	3	7	0	12	1	10	0	2	0	1	
1990-1999	2	1	0	2	1	3	0	1	0	0	
2000-2005	0	0	0	0	0	0	0	0	0	0	
TOTAL RESPONDENTS	5	8	0	16	2	13	0	3	0	1	2
%	10%	16%	0%	32%	4%	26%	0%	6%	0%	2%	4%

Neither through responses to the questionnaire, nor from personal anecdotes revealed in focus groups did the researchers observe *significant* differences between men and women in their perception of the ease of applying what they had learned. While a slightly lower percentage of women found it easy or fairly easy to transmit what they had learned to the Moroccan setting, an even larger percentage of men found it difficult or very difficult. Women were as voluble as men in presenting anecdotal evidence of how they had applied their learning and displayed a more nuance comprehension of the problems inherent to adapting the American experience to Moroccan society and institutional settings. They often mentioned that their self-confidence had been improved by their training, which may have affected their attitudes towards professional life, and enabled them to find ways to excel against the odds. While the study group was perhaps biased in favor of a group of inherently competent women, the research team cannot avow that women found it harder to apply what they learned because of their gender.

Why did participants encounter difficulties in applying what they learned after returning to their institutions? There were several issues at play.

Firstly, participants had not only acquired new skills and methods that they were keen to share, but they had also acquired new attitudes towards work that were not shared by their institutions. The Moroccan administrative culture did not lend itself to information sharing, innovation, diffusion of decision- making, or other work methods that the returned participants had absorbed.

Secondly, there was the problem of French influence both in Administrative and academic cultures, and participants with US degrees found themselves sidelined, “different”, and lacking an “old boys network” to assist them to get their ideas put forward.

Thirdly, change and innovation were not given much

PERSONAL STORY

Mrs. Raja Ghannam completed her MA in International Relations in the US after serving two years at the Ministry of Foreign Affairs. While it was not easy to change mentalities upon her reintegration in the Ministry, it was possible, given supportive leadership. She has contributed to policy changes and productivity improvements in her own department but believes that the number of staff sent to the US from her Ministry was probably too limited to have a significant institutional impact and few trainees reached senior decision making positions. She, however, made a huge professional leap in her career thanks to her American training and language skills, and was assigned as a diplomat to the permanent mission of Morocco to the United Nations. She currently serves as Director of Multilateral Cooperation.

credence, and decision-making took place only at the very top. This meant that unless a participant rose through the ranks to a top position, or until a reform leader was appointed, not much would change. This led to frustration at the inability to use what they had learned, and in the interim, a significant number of participants left public administration for the private sector because of the obstacles to professional self-realization.

A fourth problem was a lack of respect accorded to US training, at least in the early days of the training programs, due mainly to greater familiarity with the European system. One participant related that upon his return from the US, the French Director of the *Credit Agricole* Bank tried to prevent him from taking the entrance exam because he deemed that an American MA degree was an unacceptable qualification for a regional director.

Finally, there were insufficient funds to implement current American techniques or pursuits that required access to internet and university websites for students and faculty, university funding for research laboratories, government funding for research projects, or funds to attend conferences, acquire reference libraries, and subscriptions to scientific periodicals.

- *While US trained participants have adopted new skills, knowledge and attitudes to their professional life, the low level of institutional commitment to structural or policy change in many cases inhibited systemic impact and change.*

The questionnaire responses confirm the focus group finding (and to a lesser extent personal interviews) that a majority of participants believe that despite having been able to apply their knowledge and skills in *specific instances*, they do not feel that their achievements are connected to change within their institutions.

**TABLE 12: NUMBER OF FORMER TRAINING WHO CONSIDER THAT
THEY HAVE CONTRIBUTED TO CHANGE OF
THEIR INSTITUTIONS UPON RETURN FROM TRAINING**

	F #	F%	M#	M%	Total	Total %
Contributed to Change	6	12%	1	2%	7	14%
Did not contribute to change	1	2%	39	78%	40	80%
No response	0	0%	3	6%	3	6%

It is important to note that a lack of *change in the institution* does not mean that there has been no *impact* from US training. It has already been established that there were many instances of applications of skills, knowledge and attitudes to professional settings. Table 11 attempts to distinguish between perceptions of how the individual made impacts and got results, and how much he was able to change the institution. There appears to be a clear difference in participants' perceptions between the two; most participants believed that they had made a personal impact, but significantly less believed that they had been able to contribute to institutional change.

Respondents were vocal and critical about the institutional obstacles they encountered.

The most frequently cited problem was that, with a few notable exceptions, neither the public administration nor teaching institutions had specific goals or a game plan for using participants' training and expertise, and did not attempt to maximize their potential upon their return. This was most likely due to several factors: the general lack of linkage between technical assistance projects and long term training; self- selection of candidacy for long term training without institutional support or interest; a personnel system that did not reward skills and training.

PERSONAL STORY

Mr. Rachid El Gharbi went to the US for an MS in Resource Economics from his post as Director of the Chamber of Commerce and Industry in Safi. Upon his return to Morocco he taught and carried out research at the National Maritime Research Institute, but eventually decided to leave public administration and work privately as an international consultant on fish production, conservation, and industrial fisheries issues. He has enjoyed a successful career consulting to the international development banks, the FAO, USAID, The European Development Fund and private industry. Among his professional affiliations, he has been the Vice President of the Technical Committee at the FAO Center for Marketing Information and Advisory Services for Fishery Products in the Arab Region.

A number of participants stated that when they returned to Morocco, they discovered that their Ministry had no available position (although civil service employees who left for long term training were required to return to public administration for eight years). In many cases it took at least 6 months before they were offered any employment, regardless of its applicability to their field of expertise. Even within educational institutions such as the National School of Public Health and the National Institute for Agriculture, which had supported the US training of a highly skilled teaching staff, (for the new faculties of ENA, IAV, and INAS) participants returned to find that the teaching position had been filled by others during their absence. Others report that their Ministry gave them jobs totally unrelated to the specialized training they had just completed.

A further problem cited was that of general administrative resistance to change especially during the decade of the 1990s. According to participants, there was little institutional interest in improving performance, exacerbated by decision makers' own lack of expertise in the subject matter that were threatened by better-trained junior staff.

Respondents insisted that, had there been a critical mass of persons trained in similar attitudes and methodologies within the same administration, that this "critical mass" would have provided much-needed support and enabled participants to push through their ideas. For example, the very size of the US trained staff at IAV, due to concerted program efforts in agriculture and higher agricultural training, enabled a culture that was favorable to making a significant impact on the institution itself, and allowed the participants to gradually overcome resistance to change.

Many participants feel that USAID follow- up with themselves or their institutions would have helped them to make more of an impact. Such support, whether continuing education, research support, or enabling networking with other returnees, would have helped them to overcome the many obstacles they encountered and at least "put them on parity" with the French, Belgian and English-educated colleagues whose governments regarded academic training as one part of an overall strategy for influence.

Finally, participants insisted that institutional change could have been hastened had there been more consistent and extended exposure of senior policy- makers to new policies enabling them to understand and support their mid-level trainees. In the Ministry of Public Health, for example, USAID assistance was not limited to technical training, but extended as well to management, policies and practices, bringing in high-level experts and consultants to "coach" both the management and the technical staff. Over a number of years, the project introduced new ideas and concepts through systemic management and technical assistance, implemented with the support and involvement of senior management. Based on a holistic vision of health management reform tied to technical training, policies and practices were implemented

such as MIS for decision- making, new human resource management practices, and an integrated vision of treating maternal and child health along with infectious diseases and immunization.

One senior health manager stated that the success of USAID assistance was based on its integration of technical training and management concepts and practices within the Ministry environment, so that Ministry staff had full ownership of the changes. But this is the exception and not the rule. Generally, internal change only comes about if there is sufficient leadership support. One participant stated that it took years before he was able to apply his skills in the Ministry of Interior because his ministry was very resistant to any changes, and until he had a sufficiently high position he could do little as an individual within such an institutional environment. A Ministry of Fisheries scientist related that the scientists were shut out of decision making, while a senior official in the Ministry of Agriculture, himself a product of US long term training, believes that the lack of a corps of US trained employees within the Ministry itself has made it difficult to instigate institutional changes. He maintained that short and long-term training as well as hands on applications within a Ministry are crucial for getting the desired results.

USAID did attempt to address the need to sensitize policy makers to US practices and policies through short-term training in Morocco and extensive use of study tours to the US. Sample group respondents, however, were skeptical about the utility of short-term training. According to them, far greater exposure was needed in order for policy makers to understand how to adapt American practices and policy alternatives to Morocco and to get them to support policy and management reform. Clearly, it was not possible for USAID to set up projects with every Ministry or to offer management and policy training to all senior level officials; USAID had budget constraints, and over the course of the years there were shifts in priorities that determined where the monies were focused. Nonetheless, it is arguable that resources were dissipated without a focused approach that insured that the US trainee would find a more supportive environment in which to make an impact, but which also required dedication of resources above and beyond long-term training.

- *Despite the possibility of other employment or going abroad, many participants returned to morocco and to public service and the very institutions they were with before going to the US*

PERSONAL STORY

Mrs. Wafaa Chafi attended a three-month certificate program on Management Roles for Women after having worked for 6 years previously at UNICEF in advocacy programs. She was struck in particular by the multiculturalism of the US and the useful management skills she learned, including leadership, NGO lobbying, networking, strategic planning, corporate social responsibility and teamwork. She found she could apply many of these concepts and tools to her work in the private and NGO sector in Morocco, albeit with adaptations to the local environment. As Secretary General of the BMCE Bank Foundation she has improved efficiency, expanded the organization, added assessments and evaluations, and contributed to the general management of a non-profit institution.

TABLE 13: NUMBER OF PEOPLE WHO RETURNED TO SAME INSTITUTION AS THEY LEFT (OUT OF A POPULATION OF 50 RESPONDENTS (LONG TERM ONLY – DATA SOURCE: QUESTIONNAIRES)

	Female	Male	Total	%
Trainees who return to same institution	4	33	37	74%
Trainees who did return to same institution	1	5	6	12%
Students who were not working prior to training	1	6	7	14%
TOTAL RESPONDENTS	6	44	50	100%

The sample studied was mainly drawn from public administration, as these were the easiest participants to locate. The research team did not attempt to find participants who had left Morocco, although the data does include participants who quit the public sector and moved into the private sector. Respondents mentioned that some number of participants left public sector employment over the years; in addition, the recent early retirement campaign has led many more to leave perhaps earlier than intended.

It should be noted that most trainees went to the US at a relatively early stage of their career, and only a fraction of the participants reached a sufficiently high level of authority to have an impact on institutional policies or decisions, or to wield sufficient authority to impose their ideas or have an impact on policies.

- *Long term training in the US allowed trainees to get to know the true nature of American society and values in a way that short term study tours and in-country projects never can allow, and this has created a wellspring of goodwill towards and understanding of the US as a country.*

Fostering understanding of the American people and American values was not an explicit objective of training programs. It is, however, an unintended consequence of the training, and a very powerful one at that, with significant untapped potential for USAID. The trainees speak with deep affection and admiration for American ways, of individual friends and colleagues, and of how the experience changed their lives for the better, not only professionally. The 900+ American trained professionals make up a group of educated elite of Morocco who are able and willing to differentiate between American society and current political policies with which they may disagree. Interviewees were unanimous in wanting to stay in touch with each other through a network, and with the US government institutions in Morocco. They are a potential pool of excellent cultural ambassadors for the US located throughout numerous institutions.

- *Mastery of English was an unanticipated benefit from their experience which has helped many of them to succeed in their careers and professions*

English fluency was generally not a main objective for US training, but as English gradually gained currency in Morocco as a useful tool especially in academia, business and finance, participants found that they had gained another benefit from their training.

5. OTHER VARIABLE AFFECTING IMPACT

- *Participants who came from or went into the private sector have consistently reported a higher success rate than in the public administration in applying their learning to their jobs.*

While participants working in private sector did not report any significant differences in the skills, knowledge and attitudes acquired in the US,

PERSONAL STORY

Mrs. Nezha Salaheddine went to the US after gaining an engineering degree in Morocco. At that time, a US degree was still unusual and she maintains that this degree was a great help in her career advancement in the National Office of Fisheries, as well as changing her way of thinking and approaching her work and improving her self confidence. She learned that ideas, not style, are important and that hard work could bring success. She is currently the Regional Delegate (Director) for the National Office of Fisheries in Tangiers.

PERSONAL STORY

Mr. Yasser Ghaleb left working for a private company to get an MBA in finance. He learned many management skills from his training, and even more from the work-related attitudes he acquired in the US. The time spent in the US gave him a different outlook on life. He found it easy to apply his skills to the requirements of the private sector and was able to improve productivity, profit and management in the companies he subsequently worked for. The finance training was especially timely and useful, training him in the stock market and mergers and acquisitions. This training allowed him to help his company to improve its financial management and to negotiate a merger with 4 other companies. He is currently General Director of MIDAS Morocco.

application to their job was natural and quite easily, in stark contrast to public sector employees' experience. At first glance this finding may be surprising, but it is logical; the work ethic, attitudes and management skills that have made the greatest impact on trainees are those that fit well with the market place and private enterprise. The motivation for businesses is the "bottom line" and higher profits, and if there is a better way to achieve these results then there is more likelihood that the idea will get a hearing, compared to public administration, where there are many conflicting values, goals and incentives. Several respondents formerly in public administration and now in private sector reported that when they returned from the US the lack of appreciation and interest of their administrations drove them away precisely because they were unable to put what they learned into effect. For example, one respondent got the FAO to fund a research project for his ministry: when the Ministry took no notice of any of the recommendations, he quit and became an international consultant in his field of specialization.

PERSONAL STORY

Mr. Faycal Benchekroun came from the private sector to a US MBA program in order to expand his career. He was struck by the educational system, which was quite different from the French-Moroccan system, where you start with case studies and then construct a theory. He also appreciated the multiculturalism of the US, which has helped him work in a similar atmosphere professionally. Of great use was the understanding of US society. He found he could apply many of his skills upon returning to the private sector, including marketing, financial evaluations, management systems. As a result of the US training he was able to initiate a career change and is currently General Director of Marjane Holding.

Private sector participants report little conflict between the approaches they learned in the US (results- based problem solving, competitiveness, integrated management) and adaptation of these practices to doing business in Morocco. In fact, several participants work for American-affiliated companies, and several others have become consultants working for international organizations. All attribute their success, directly or indirectly to the attitudes and work skills learned in the US.

- *Academics have successfully applied many lessons from the US education to their own teaching and research and in some cases there has been a notable impact on the institutions themselves.*

Three aspects of American university training had significant impacts on academics and have subsequently have been effectively applied in Morocco. The first is the American interactive teaching

methodology that participants contrasted with the European inspired Moroccan system of passive learning. Participants uniformly report that they have to greater or lesser extents incorporated a variety of new teaching and learning methods into their own classrooms, vastly improving the quality of teaching and altering the relationship between faculty and students.

NEW TEACHING AND LEARNING METHODOLOGIES:

- Using demonstrations
- Student seminars and oral presentations
- Student research and report writing
- Interactive lectures
- Open circulation of information and data
- Student evaluations of faculty
- Increase in internet as information source

A second area of change is in research. Participants report that over time they have adopted the American concept of linking research to practical

field applications and outreach, due at least in part to the American practical orientation of research. In agriculture this has led to the development of private funding of agricultural research for very practical applications, and to improved linkages with the Ministry of Agriculture's

EXAMPLES OF PRACTICAL APPLICATIONS OF ACADEMIC RESEARCH:

- Drought early warning system
- Sugar beet by product applications
- Wheat production research
- Grape production quality improvements
- Equine viral disease prevention
- Olive production research
- 90 sessions per year of extension service training delivered with regional agencies of Ministry of Agriculture to associations of poultry producers, sheep and cattle farmers, grape cultivators.
- Diagnosis of animal-passed diseases in 70 villages covering 15,000 inhabitants.

extension services, whereby the University provides client outreach to associations of producers and farmers.

A third impact from the US training is that it enabled academics to stay in touch with and participate in professional bodies and developments in their field, partly due to the contacts made in the US, partly to the high quality credentials they brought back, and undoubtedly because of their fluency in English.

Examples of Academics' Personal Professional Affiliations and Accomplishments

- Participation in International Union for the Conservation of Nature Task Force
- Affiliation with the Third World Academy of Science
- Memoranda of understanding with US Universities for exchanges or joint projects.
- Fullbright fellowship grants for research in the USA
- Consultancies with USAID funded projects
- Lead Mine Reclamation Project

PERSONAL STORY

Professor Bachir Raissouni, Executive Director, Center of Environmental Issues and Regional Development, Al Akhawayn University. Dr. Raissouni obtained a PhD degree in Environment and Agricultural Chemistry. His exposure to American teaching methods, organization, management, and strategic planning have enabled him to improve teaching and management of the higher education faculties where he has held senior positions. He initiated improvements in the profitability of academic institutions, introduced customer-oriented student services, developed alliances and partnerships between academic institutions and the private sector, and introduced new pragmatic and result oriented education management methods. Dr. Raissouni has also participated in a task force with the International Union for the Conservation of Nature and has organized joint workshops with the US-based Environmental Law Institute for capacity building of NGOs and the civil society --an initiative that may be expanded to other African countries.

Finally, as cited previously some institutions themselves have been altered through the cumulative effects of a critical mass of teaching and managerial staff trained in the US. As a result, the US trained faculty has gained “parity” with Moroccan or European trained specialists, and they have seen their ideas accepted in both teaching and management.

At the Institute for Agronomy and Veterinary Science (IAV Hassan II), US graduate studies were supplemented by a raft of other assistance including visiting professors and short-term technical training. The project worked as a “package” and there was a conscious purpose and long term institutional goals for the graduate training. As a result the faculty has developed significant new and

applied research, increased the research budget, democratized the faculty system by electing department heads, and improved its teaching quality. The dual effects of a critical mass and comprehensive project assistance had demonstrably positive results, especially when contrasted with the results and impact attained where there were no other US trainees.

Another example of institutional impact occurred at the National Agriculture Institutes (ENA). The ENA benefited from the “Minnesota program” which created 150 US trained PhDs in a ten-year period. The long term institutional effects of this training were:

- Reorienting research to more practical applications that help both farmers and agribusiness
- Improving the linkage of the institution with foreign universities and international organizations
- Establishment of continuing education /extension service courses
- Improvements in teaching quality
- More supple curriculum and mandatory field work
- Faculty peer reviews and faculty evaluations

- *Short US courses were deemed very useful by participants, but produced less of a total exposure to the US mind set and no specific impacts.*

As a control, the research team interviewed a group of 8 trainees at the National Agency for Telecommunications Reform (ANRT) who had attended a variety of 2-week courses in the US as part of USAID assistance to the Agency from 1999 to 2005. In total, 60 staff members attended such courses including Division Directors and junior and senior staff.

The training objectives were highly focused, with management selecting course topics that corresponded to Agency priorities and future needs. The Agency had clear work-related objectives for the participants they sent. Unfortunately there was no baseline evaluation, nor a performance evaluation to capture performance changes.

The ANRT trainees' responses (to the same set of questions posed to long term trainees) revealed that attitudinal change was not of importance and is not surprising, as they spent only two weeks in the US for two weeks and studied with other foreigners. Since the participants came to training with a strong technical background, newly acquired knowledge was also not paramount. Of use however, was learning how to better apply tools that they already had at their disposal. Generally the application of the training has focused on integrating improved management and technical methods with their daily work, although participants were unable to cite specific results or performance changes.

The ANRT believes that the training was useful and that it has made them more competitive in Morocco. The conclusions one can draw about the value and impact of short term US based training from this study group are that one cannot expect to reap too many benefits and impacts from such a short training, no matter how well focused are the goals and how well selected are the trainees.

5. LESSONS LEARNED AND RECOMMENDATIONS FOR THE FUTURE

The effect of attitudes learned in the US, including critical thinking and approaches to professional life, are significantly more important than expected and have affected the lives of all participants who obtained degrees in the US. In fact, the impact of the intangibles of culture is far more important than expected. Without the change in attitudes towards work in general, it is possible that neither the knowledge nor the skills learned in the US could have been applied in Morocco

USAID did much good in creating a pool of talented professionals, but stopped short of taking steps that could have increased the impact on Moroccan institutions: lending more support to individuals and institutions upon trainees' return to Morocco, setting up a trainees' network, and targeting institutions with concerted support for better management and decision making. In its defense, USAID was hampered by staff reductions, competition over allocation of resources, and a policy of increasing the number of trainees, rather than deepening the training within key institutions.

Participants unanimously request that USAID sponsor a Participants Network that will allow them to know one another and contact one another for support or assistance in their professions. This can be done with little effort by establishing a website or special part of the USAID website which participants can use for their own purposes and which will serve as a draw to encourage participants to visit the USAID website and keep in touch with USAID projects and programs. As much as possible this should be participant-driven, with USAID managing inputs, keeping data lists and providing information on USAID activities.

As an unintended consequence, the long-term training programs created a vast pool of good will towards Americans and the United States. Some nine hundred of the educated elite of Morocco understand the American culture, society and values and want to continue to be involved and linked to the US both personally and professionally. They are unofficial ambassadors of the US, promoting better understanding amongst their peers. Outreach to these participants and involvement in USAID current programs may be a first step.

Annexes

Annex 1.

Detailed Qualitative Data Collection Methodology

Data Issues

The analysis of the PTIS and TraiNet databases proved cumbersome. While the assessment team could run general filters on the data in each data set, the two sets appear not to be fully harmonized. There was an apparent merger of older data into the TraiNet system, but on closer inspection, there are variances between TraiNet and PTIS information for earlier participants. The TraiNet database contains 4,665 unique records, while PTIS holds 3371 records. Absent considerable investment it is not possible to merge the two to establish a definitive field capturing a single total of registered USAID-supported trainees. This was not done for practical and cost limitations. Moreover, the Devis TraiNet management stated that their policy is not to attempt to merge the systems, as the information is not strictly comparable. We therefore established a relational database using only TraiNet records and from this master data set exported selected subsets to Excel format for ease of use.

To illustrate the discrepancies, "Amane M'barek", for example, appears in TraiNet as having received a PhD between 1986 for one month and as having been in training from 1982-84 in the PTIS database. Fatimi Mbarek in contrast is registered under virtually the same dates in both databases as having been trained between 1/28/84 and 12/31/86 in TraiNet (end date in PTIS is 11/18/86. TraiNet staff suggested that the parallel analyses be carried out on both sets of data as required. Eventually, it was discovered that a third Morocco specific data set had been assimilated into TraiNet in the mid-1990s that covered the earlier period and overlapped and largely duplicated the PTIS material. Close inspection of the data set revealed that there were inaccuracies in inputs; a number of employees from ANHI were listed as having received Masters Degrees in the US but in fact had gone to the US for short term training. Finally the data for short-term Morocco-based training is incomplete for the earlier years of USAID assistance.

The SOW calls for breaking out data by training site or university, employer and training field. These fields contain so many unique cases that disaggregations added no value and were confusing. In such cases, we did not expend effort to present this information in a user-friendly format.

Long Term US Trainee Sub Group

An initial analysis of the number of long term US trainees was performed by hand counting the participants from the master list. However, it was necessary to enter a number of corrections on the start and end dates, where possible, and eliminate fields that were inconsistent. The reports were then run based on programmed queries, and the number of long-term trainees no longer was 974 (a figure cited by the Mission) but 913. Since the researchers have based their numbers on the data base, this is the most accurate that can be obtained using this as the source.

Sample Group

The TraiNet data did not contain information on participants' location after training finished. This made it difficult to find a pool of participants for the sample. Key Ministry Departments of Personnel were asked to comb records to determine which current employees had left to study in the US. The recent government early retirement program meant that many participants who might still have been in public administration were no longer there, after 20 years of government service, and there was no way to track them down in

retirement or the private sector. Every lead to participants was followed up with phone calls and emails, but even then it was difficult to get questionnaires returned.

Formal survey questionnaires

MSI used a short survey questionnaire as a parallel effort to contact and gather input from a wider spectrum of the total universe of trainees than would be possible through interviews alone. A short questionnaire was posted on the MAC website, and sent by email to all MAC members with registered email addresses. Questionnaire responses through this means allowed the researches to locate more participants for inclusion in focus groups or individual interviews. Each Ministry that supplied names of current employees who were long- term trainees was asked to send them the questionnaire. All participants interviewed filled out a questionnaire as well as did others who could not be interviewed.

Personal stories and individual interviews

This group included long term participants who could clearly articulate their experience or that had a valuable perspective on long- term training, because they had been participants but were now in a supervisory function. It also included non-participant supervisors from Ministries or institutions that were beneficiaries of training (employers. This is a complement to the key informant interviews with former participants. The team believes that some of the institutions intended to benefit from the training would have an institutional perspective that may vary from that of the participants. The team sought individuals who for specific reasons would be well-positioned to discuss the institution's conclusions about the training and its value or lack thereof. In a number of cases, Ministry permission was requested before interviews were carried out.

Focus group interviews

Group interview methods provide a different dynamic and strengthen the case for generalizing findings from smaller samples. While a few focus groups were homogeneous, in particular those carried out within the institution itself, most contained diverse groupings of trainees from different ministries, disciplines, year of training and both public and private sector. The 8 ninety minute focus groups were led by the MSI team leader in both French and English. Group size varied from 4 to 12 participants. Focus groups were held in Rabat, Casablanca, Meknes, and Tangiers. A focus group scheduled for Settat was canceled at the last minute. Focus groups were semi structured, with set, open-ended questions that allowed participants to use their own thoughts and material. The focus groups provided the main input for findings.

Annex 2.

Scope of Work

USAID/Morocco

Scope of Work for a Participant Training Assessment

I - Background

In 2007, USAID/Morocco will celebrate its 50th anniversary of development assistance to Morocco. This offers a unique opportunity to highlight USAID's 50 years of investment in Morocco's human resources through various bi-lateral participant training initiatives and projects. An important number of Moroccan civil servants (and private sector employees in the later years) received USAID-funded training either in the United States (long-term graduate degree training, or short-term technical training), or in Morocco (strictly short-term and in the more recent years). Moreover, a relatively small group of Moroccans received training in third countries. A number of steps must be undertaken in preparation to a comprehensive report on USAID/Morocco's participant training history and impact. USAID/Morocco is aware of a relatively recent assessment carried out for the Africa Bureau by Associates for Global Change, which captured the impact of two of USAID's longest-running US graduate training programs ATLAS and AFGRAD. Building on this experience, USAID/Morocco seeks to carry out an assessment of its participant training activities since the beginning of its program in Morocco.

Data on USAID/Morocco's participant training history is available in TraiNet. USAID developed its first Participant Training Information System (PTIS) in the mid-1980s. Data were later converted to the World-wide Participant Training Management System (PTMS) and more recently to TraiNet. In principle, all USAID-funded participants (3000-4000 or more) should be in the automated system. Given the difficulty to generate comprehensive and useful reports at the Mission level, the bulk of the assessment will have to be carried out from the central TraiNet system in Washington. Attached to this Scope of Work is an illustrative annotated, but non-exhaustive, list of USAID/Morocco projects with considerable participant training.

II – Purpose and Objective

The objective of this Scope of Work is to recruit the services of a team of experts to carry out a comprehensive assessment of USAID/Morocco's participant training program. While the assessment is to cover the entire 50 year period in terms of numbers of participants (by gender), type of training, training site, period of training, employer, etc, the period 1980-2005 must be subject to more in-depth analyses and include an impact assessment either of a sector, a sub-period, long-, or short-term training, etc. The team will make a recommendation to USAID/Morocco upon completion of the first quantitative analyses, as specified in the specific tasks below. Given USAID/Washington's interest in researching/determining a potential for participant training as part of future development strategies, the team will also make recommendations, as appropriate, to contribute to this broader research.

III – Statement of Work and Deliverables

The Team shall carry out the following tasks:

1. Access TraiNet and download all data pertaining to Morocco (country code 608). Generate reports by gender, training field, sector, employer, training site, university, period of training, etc.
2. Analyze data.
3. Share incomplete, questionable and/or repetitive data with Mission. Correct data as necessary.
4. Based on analyses, develop an options paper for USAID/Morocco recommending approaches for more in-depth assessment for the period 1980-2005 (or recommend another cut, if justified).
5. Based on selected option, proceed with further analyses.
6. Team member(s) travel to Morocco to conduct focus group discussions, interviews, sectoral analyses, etc. as appropriate for a comprehensive assessment of USAID Morocco's participant training history and impact in Morocco, i.e. employment upon return from training vs. current position of selected group of returnees. (Additional Moroccan team members will be part of this phase of the Scope of Work);
7. Develop a draft and final report in English, with an Executive Summary in French as well as a well-illustrated (photos/video) web-publication (French and English) and media piece(s) in French and Front lines Article.

IV– Personnel Required

USAID estimates that the above scope of work will require a team with a mix of participant training, TraiNet, and evaluation/assessment skills, composed of two expatriate team members to work on TraiNet in Washington DC and subsequently in Morocco (both or one) and two Moroccan team members to participate (in Morocco) in the more in-depth phase of the assessment. The expatriate team members will have the following skills:

The participant training/TraiNet expert will have extensive experience generating reports from TraiNet, manipulating data and cross-referencing and formatting comprehensive and representative/reader friendly participant listings.

The training assessment expert will have French language capability, proven experience with similar assessments (development of objectives, mechanisms for obtaining information such as focus groups, questionnaires, interviews) and excellent writing skills to produce the required concise, clear and reader friendly reports and summaries. The training assessment expert is responsible for the final report.

The two Moroccan team members will have assessment/evaluation experience, experience with the development of concise questionnaires and focus group objectives and methodology, analyses of questionnaire data and focus group information, knowledge of the American University system, and English language skills.

Attachment to the Scope of Work

USAID/Morocco's Participant Training Assessment

Annotated, but not exhaustive, list of projects (projects noted with a * are considered to be appropriate for more in-depth analysis):

“Umbrella” Participant Training projects:

- 608-0149: *Development Training and Management Improvement, 1978-1982*
- 608-0178: *Sector Support Training**, 1983-1990
- 608-0208: *Training for Development**, 1991-1998

The main objective of the above projects was to improve the managerial and technical skills of Moroccan public sector. Training for Development also included the private sector. All three projects included US long-term degree training and short-term technical training, the latter in English, but also in French. Some limited third country training also took place under these projects. Training for Development also had substantial in-country training, while the other two projects had very little, if any. All three projects were very “management” oriented. The Ministries that benefited the most from these projects: Agriculture, Finance, Planning, Equipment, Interior, Education, Fisheries.

Projects in the Agriculture sector with important participant training or institution building components:

- *Higher Agricultural Education, 1969-1977*
- *Agricultural Research and Training, 1975-1978*
- *Assist higher Agricultural Education Phase II, 1976-1979*
- 608-0160: *Agronomic Institute**, 1980-1991
- 608-0136: *Dryland Agriculture Applied Research**, 1978-1993
- 608-0182: *Planning, economics and Statistics for Agriculture**, 1983-1992
- *Agribusiness Promotion 1991-1997 (Dom: not sure there was much training under this project??)*

Projects in the Health sector:

- 608-0155: *Family Planning Maternal and Child Health (all phases), 1993-1998*
- *Population and Family Planning Support*

Projects in the Private Sector:

- *New Enterprise Development, 1990-1995*

Girls' Education project with substantial in-country training (recent and mostly in-country training)

- 608-0226: *Morocco Education for Girls, 1999-2004*

Annex 3.

Questionnaire

PARTICIPANTS TRAINING ASSESSMENT

Contact Information

First Name _____ Last Name _____

Address:

Contact phone:

email address:

Would you be willing to participate in a focus group discussion about the training sponsored by USAID?

Yes _____ No _____

If yes, indicate the city or town that is most convenient for you _____

If yes, indicate whether you can participate during work hours _____

Your USAID Training Experience

1. In what year did your training begin? _____

In what year did your training end? _____

What type of training did you attend? Academic degree program; _____; Study tour _____; Other training _____

What field? _____

2. If you completed a degree program, what was the highest degree received in a USAID funded program?

Certificate _____; Diploma _____; BA/BS _____; MA _____; PhD _____

3. Where did your training primarily take place?

Morocco _____; the USA _____; another country _____ (please specify)

4. Who was your employer when you started your training? _____

What was your main activity/occupation there when you started the training? _____

How many years had you worked for this organization before beginning your training? _____

5. Since you finished your training/degree, did you continue to work for the same institution as before your training? Yes _____ No _____

Indicate which answer best represents your current situation:

I am currently employed _____

I am currently retired _____

If employed, who is your present employer? _____

What is your present occupation/title? _____

6. Were there other USAID “trainees” from the same institution? Yes _____ No _____

7. Check all the categories that represent the skills, knowledge or attitudes you acquired through your training/degree:

Organization and Management____; Research skills and techniques____; Teaching and learning____; Computers____; Teamwork____; Strategic planning____; Specific technical knowledge____; Other_____

8. Please indicate how difficult or easy it was to apply your new knowledge, skills and attitudes at places of work:

Very easy____; Fairly easy____; Possible, but difficult____; Very difficult____; Impossible_____

9. If you have you been able to apply your new knowledge and skills in your workplace, has there been any difference in output, performance (quality, quantity or other) or productivity as a result? In other words, did something change? Yes____ No____

10. If yes, Please check all of the below that describe your contributions:

- I have improved productivity and/or efficiency through applications in professional work_____
- I have contributed to my company's/organization's expansion_____
- I have contributed to my company's /organization's profit increase_____
- I have undertaken scientific research that led to a new discovery _____
- I have applied new methodologies in carrying out my professional work_____
- I have improved the management of my organization _____
- I have contributed to institutional reorganization _____
- I have contributed to improvements in the way services are performed_____
- I have contributed to policy changes_____
- Other_____

THANK YOU FOR YOUR COOPERATION!

Annex 4.

Focus Group Open-Ended Questions

I want to start with the period before you went to the US for your training

1. What influenced you to apply for a scholarship to go to the US? (How did you hear about the opportunity to go to the US? Other colleagues there previously? Opportunities professionally within your ministry or for the future)
2. What did you think would be the results of having a US degree? What were your personal and professional expectations?
3. What were your administration's expectations? What was the objective of your degree program from their point of view?
4. How supportive or difficult was your institution or administration about sending you abroad for a long time? Were there obstacles to overcome to get approval, long waits? Had others from your Ministry/institution trained abroad?
5. What about your English proficiency when you first got to your University? Had you been well enough prepared?

Now let's look at what you got out of your experience in the US

6. What was important, different, new or significant in terms of your professional development? Skills, attitudes, knowledge, methodologies....(often cited: management practices, results oriented)
7. How have you been able to apply this to your work? Specifically cite examples (management reorganization, teaching, research skills.....project management)
8. We asked about your specific achievements that are related in some way to your US training. Can you tell me about this?

Let's talk for a moment about the institutions you came back to in Morocco (whether same as before or different):

9. What was the institutional culture towards applying what you learned? Positive, and supportive, or difficult? Why in particular?
10. I would like to hear about how you think you have or have not influenced the output or performance at the institutions you have been associated with? What kind of changes have come about related to your training, citing specifics? (for example, involved in opening new institution, increased sales, markets, products...)
11. Were there other people at your institution trained by USAID, or a USAID technical assistance program? If so, did this affect reforms or changes? Was there a critical mass effect?
12. Has your degree program helped advance your professional career? In what way? (higher rank or more responsibilities, better job offers, improved reputation, networking, research opportunities, higher salary, English fluency, international opportunities)

Annex 5.

List of Questionnaire Respondents

	LAST NAME	FIRST NAME	START YEAR	END YEAR	FIELD OF STUDY	DEGREE RECEIVED	TRAINING LOCATION	EMPLOYER BEFORE TRAINING	POSITION	CONTINUE TO WORK WITH SAME EMPLOYER
1	Al Madani	Omar	1991	1992	ECONOMICS	MA/MS	MOR	Ministry of Finance and Privatization	Junior Civil Servant	Y
2	Raissouni	Rachid	1980	1984	AGR	PhD	US	IAV	Faculty Member	Y
3	Outzourhit	Abdelkader	1986	1989	PHYSICS	MA/MS	US	Cadi Ayad Univ.	Student	Y
4	Zidouh	Ahmed	1989	1991	HEALTH	MA/MS	US	Ministry of Public Health	Physician	Y
5	Tekni	Jamal	1998	1999	HEALTH	MA/MS	MOR	Ministry of Public Health	Health Program Manager	Y
6	Mejjati Alami	Mohamed	1984	1986	AGR	PhD	MOR	IAV	Assistant Professor	Y
7	Ezzahouani	Abdelaziz	1981	1982	AGR	MA/MS	MOR	IAV	Professor	Y
8	Bamouh	Ahmed	1984	1990	AGR	PhD	US	IAV	Teacher/researcher	Y
9	Naimi	Mostapha	1987	1989	AGR	PhD	MOR	IAV	Student	Y
10	Bouahad	Hassan	1984	1986	AGR	PhD	MOR	IAV	Assistant Professor	Y
11	Araba	Abdelilah	1984	1989	AGR	MA & PhD	MOR	IAV	Student/Professor	Y
12	Ghaleb	Yasser	1996	1997	PRIVATE SECTOR/ FINANCE	MBA	US	IMEG	IMEG consultant	N

	LAST NAME	FIRST NAME	START YEAR	END YEAR	FIELD OF STUDY	DEGREE RECEIVED	TRAINING LOCATION	EMPLOYER BEFORE TRAINING	POSITION	CONTINUE TO WORK WITH SAME EMPLOYER
13	El Gharbi	Rachid	1981	1983	AGR/Private Sector	MA/MS	US	Chamber of Commerce and Industry	Director of CCI - Safi	N
14	Fizazi	Mustapha	1962	1967	Polititcal Science	MA & PhD	US	Student	Student	N
15	Agdi	Ahmed	1988	1990	AGR	MA/MS	MOR	Ministry of Agriculture	Implementer of AGR project	Y
16	Salaheddine	Nezha	1988	1991	AGR	MA/MS	US	Office National des Peches	Manager of sampling station	Y
17	El Hbaz	Abdenna bi	1987	1990	AGR/Food Science	MA/MS	US	Ministry of Agriculture	Engineer	Y
18	Braikat	Mohame d	1989	1991	HEALTH	PhD	US	Ministry of Public Health	Physician	Y
19	El Ghrari	Halima	1987	1999	EDUCATION	MA/MS	MOR	Ministry of Higher Education	Teacher.	Y
20	Braouji	Abdelali	1991	1993	Library Science	MA/MS	US	Ministry of Planning	Information Scientist	N
21	Illoul	Mohame d	1989	1991	FINANCE	MA/MS	MOR	Ministry of Finance and Privatization	Control of SOE	Y
22	Idrissi	Mohame d	1995	1997	ENV/NRM/MARINE AFFAIRES	MA/MS	US	Institut National de Recherches Halieutiques	Head of Lab	Y
23	Zerhoun	Messaou di	1983	1984	AGR	MA/MS	US	IAV	Student	N/A
24	El Kasmi	Hajib	1985	1986	AGR	MA/MS	US		Student	N/A
25	El Halouat	Abdelha q	1983	1986	AGR	MA/MS	US	ENA	Assistant Professor	Y
26	Abdelouafi	Ibrahimi	1984	1987	AGR	MA/MS	US	ENA	Assistant Professor	Y

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27	Lakjaa	Abderazak	1987	1992	AGR	PhD	US	ENA	Assistant Professor	Y
28	Bouabid	Rachid	1985		AGR	MA & diploma	US	ENA	Student	N/A
29	Chafai El Alaoui	Ali	1981	1987	AGR	PhD	US	ENA	Professor	Y
30	Filali Boubrahmi	Abdelwahab	1983	1990	AGR	PhD	US	ENA	Professor	Y
31	Chaarani	Bahija	1981	1987	AGR	PhD	US	ENA	Professor	Y
32	Mounsif	Mohamed	1985	1986	AGR	MA/MS	US	ENA	Professor	Y
33	Bahri	Hakima	1985	1986	AGR	MA/MS	US	IAV	Student	N/A
34	Falaki	Mohamed	1984	1985	AGR	MA/MS	US	IAV	Student	N/A
35	Boulif	Mohamed	1980	1986	AGR	MA/MS	US	ENA	Professor	Y
36	Chlih	Said	1986	1988	Labor studies	MA/MS	US	Ministry of Employment	Division Chief	Y
37	Boujenane	Ismail	1983	1985	AGR	PhD	MOR	IAV	Assistant Professor	Y
38	Kichou	Faouzi	1987	1988	AGR	PhD	US	IAV	Professor	Y
39	Khattabi	Abdellatif	1986	1992	AGR	PhD	US	Ministry of Agriculture	Researcher	Y
40	Sbai	Abdelaziz	1986	1988	ECONOMICS	PhD	US	IAV	Professor	Y
41	Sadiki	Mohamed	1986	1990	AGR	PhD	US	IAV	Assistant Professor	Y

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42	Oudija	Abdenbi	1991	1993	Public Aministration	MA/MS	US	Ministry of Interior	Civil Servant	Y
43	Ghanna m	Raja	1984	1986	International Relations	MA/MS	US	Ministry of Foreign Affairs	Civil Servant	Y
44	Machrou h	Abelali	1988	1991	AGR	MA/MS	MOR	Ministry of Agriculture	Forestry Specialist	Y
45	Mouflih	Boujema a	1990	1993	AGR	PhD	US	Ministry of Agriculture	Sampling Survey and Econometrics Modeling Specialist	Y
46	Benchekr oun	Faycal	1994	1996	FINANCE	MBA	US	Private Sector/Autonajma (Mercedes)	Director	N/A
47	Lemhouer	Ayad	1985	1988	EDUCATION	PhD	US	Ministry of Education	Professor	Y
48	Alaoui	Omar	1964	1968	Public Adminstration & Political Science	MA/MBA	US	N/A	Student	N/A
49	Laasri	Malika	1991	1993	Business Administration	MA/MS	US	Private Sector/Elasin Polyurethane	Finance Specialist	N
50	Saidi	Salama	1980	1986	Demography	PhD	US	Ministry of Education	Professor	N
	Short Term									
1	Khallouk	Samira	2001	2001	KM	Certificate	US	ANRT	Head of Communication and Documentation	Y
2	Malainine	Al Alia	2004	2004	Communication	USTTI	US	ANRT	Administrateur	Y

	LAST NAME	FIRST NAME	START YEAR	END YEAR	FIELD OF STUDY	DEGREE RECEIVED	TRAINING LOCATION	EMPLOYER BEFORE TRAINING	POSITION	CONTINUE TO WORK WITH SAME EMPLOYER
3	Saad	Hind	2000	2000	Communication /Radiomonitoring	USTTI	US	ANRT	Spectrum Monitoring Technician	Y
4	Zouakia	Rochdi	2000 and 2005	2000 and 2005	Communication /telecom	USTTI	US	ANRT	Department Head	Y
5	Makoudi	Mariem	2001	2001	Communication /telecom	Certificate	US	ANRT	Engineer	Y
6	Hassi Rahou	Mohamed	2000	2000	Communication /Network Security	Certificate	US	ANRT	Division Manager	Y
7	El Moustafid	Said	2001	2001	Communication /telecom	Short Term	US	ANRT	Project Manager	Y
8	Khadiri	Brahim	2001	2001	Communication	Short Term	US	ANRT	Head of Service	Y
9	Otki	Jalila	2004	2005	Training	Diploma	MOR	MTDS	Consultant	Y
10	Chafi	Wafa	1994	1994	Management Roles for Women	Short Term	US	UNICEF	Advocacy and Communication Officer	N
11	El Ghorfi	Mohamed	1993	1993	Finance	3 month course	MOR	SMDC/BCP	Investment Loans Director	Y
12	Faik	Mostapha	1983	1983	project analysis and management	Certificate	US	Ministry of Interior	Counselor to Prime Minister/Economics Specialist	Y
13	Belkeziz	Leila	1991	1991	Management	Certificate	US	Office National de Tourism	Charge de Mission aupres de la Direction Generale	Y